

Creating Emotionally Intelligent Schools

Connecticut Commission on Children | May 23, 2013
Cyberbullying, School Climate, & Safe Learning



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Why are we here?

- Too many students are consumed by the fear of being bullied and too many are bullied
- The long-term consequences of bullying are severe
- Bullying prevention programs, for the most part, are not effective

Why are we here?

Big Question:

- How can we prevent bullying behavior so that ALL children feel emotionally safe and able to learn?
- What are the skills that adults and children need to learn to create healthy, kind, and safe schools?

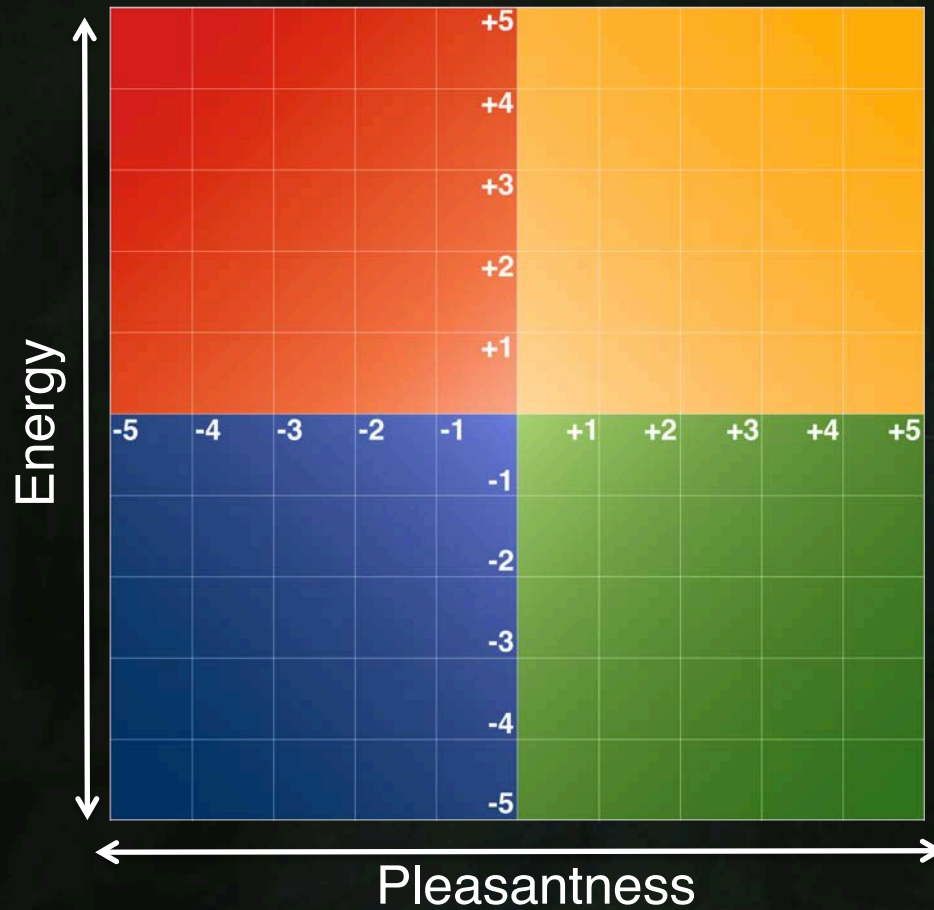
“Educating the mind without educating the heart is no education at all.”

—Aristotle

Imagine a world where all children...

- *Enter school feeling safe, welcome, and cared for*
- *Develop self-awareness, empathy, and decision-making skills*
- *Are supported by their families, schools, and communities*
- *Are engaged life-long learners*
- *Achieve their full potential*
- *Learn how to participate constructively in a democratic society*

How are you feeling?



Emotions Matter

Emotions drive:

- Attention, memory, and learning
- Decision making
- Relationship quality
- Mental and physical health
- Everyday behavior, including bullying behaviors

What is Emotional Intelligence

Salovey & Mayer, 1990; Mayer & Salovey, 1997; Brackett & Rivers, 2010

EI is the *knowledge* and *skills* pertaining to:

- **Recognizing,**
- **Understanding,**
- **Labeling,**
- **Expressing, and**
- **Regulating** emotion

It includes valuing the importance of learning and teaching these skills to promote effective personal, social, and workplace success.

Emotional Intelligence among Students

See Brackett, Rivers, & Salovey, 2012 for a review

Less skilled:


- Conduct problems
- Aggressive behavior
- Hyperactivity/attention problems
- Risky sexual behavior
- Substance Abuse
- Social deviance
- Anxiety
- Depression

More skilled:

- Empathy
- Well-being
- Adaptability to school
- Quality relationships with parents & peers
- Prosocial behavior
- Satisfaction with school
- Leadership skills
- Academic achievement

Emotional Intelligence in Classrooms

Brackett, Rivers et al., 2012; Reyes, Brackett et al., 2012



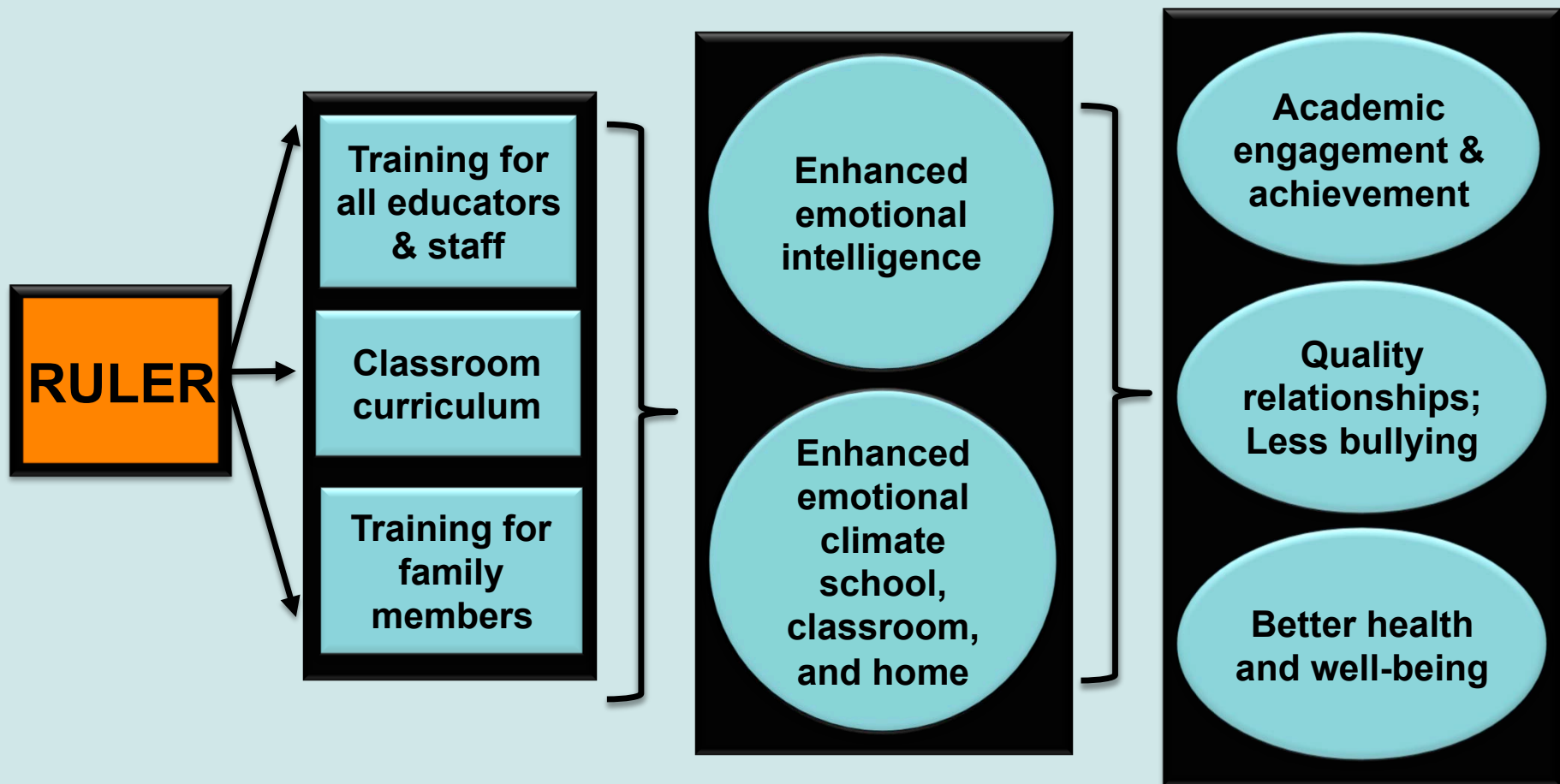
**Emotionally
Intelligent
Classrooms**

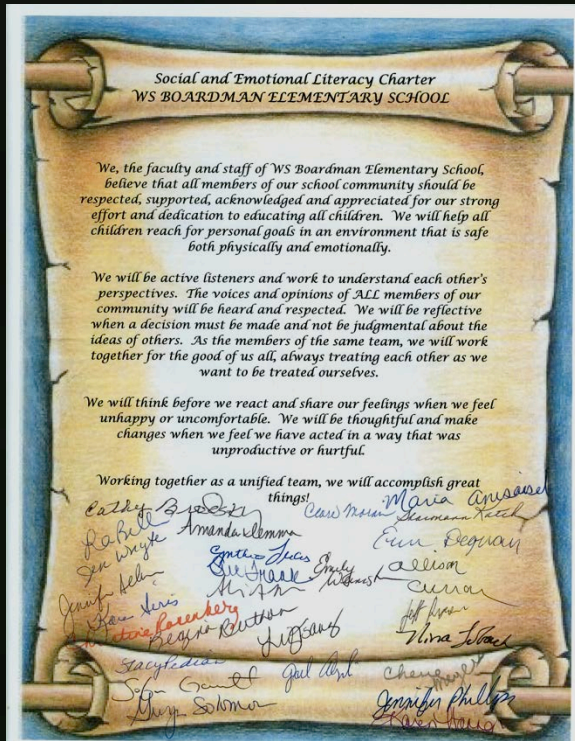
Have students who...

- Are more engaged learners
- Are more connected to their teachers
- Are more prosocial
- Choose more complex cognitive activities
- Perform better academically

What needs to happen....

Brackett & Rivers, 2013

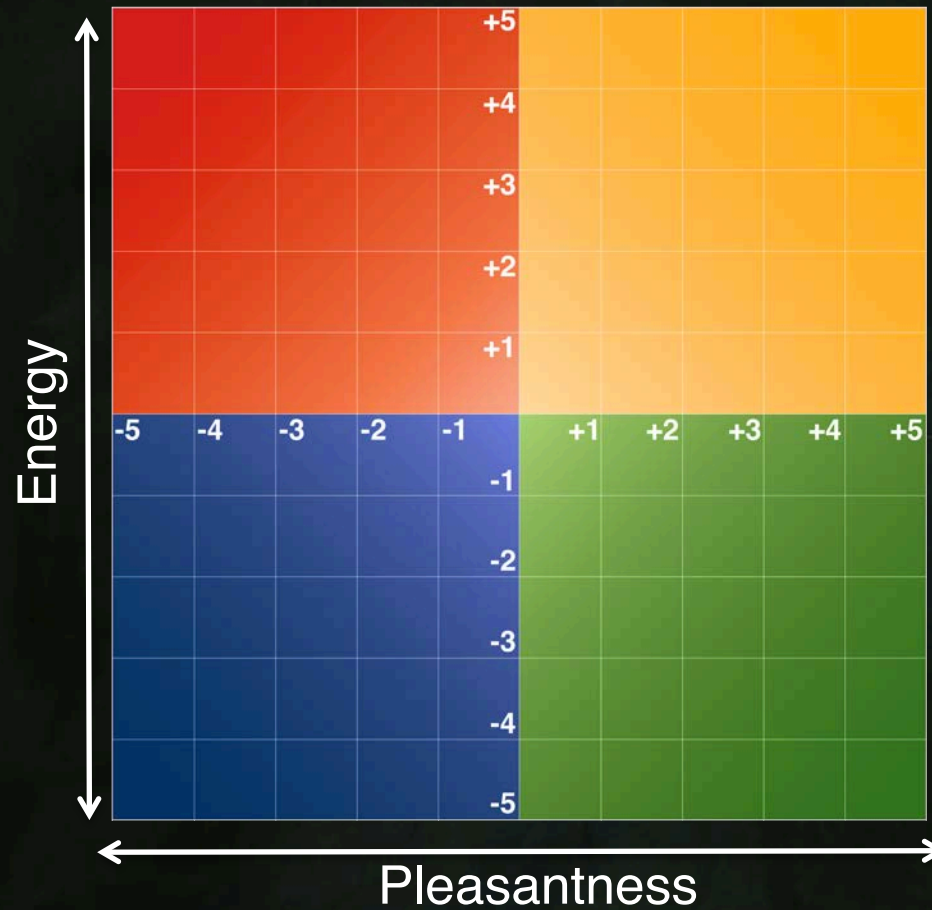


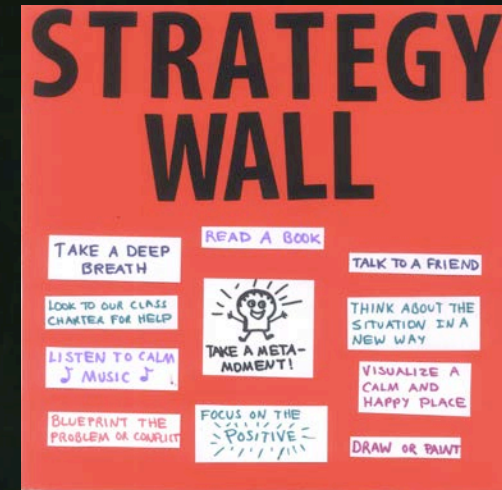


The Charter

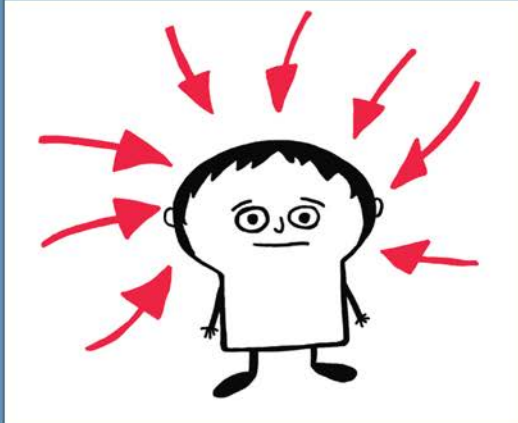


The Mood Meter





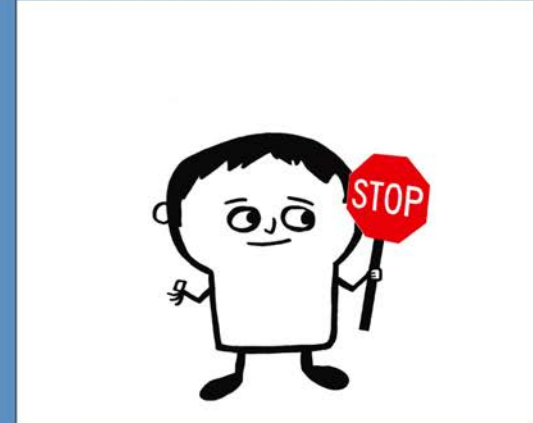
TAKE A META-MOMENT



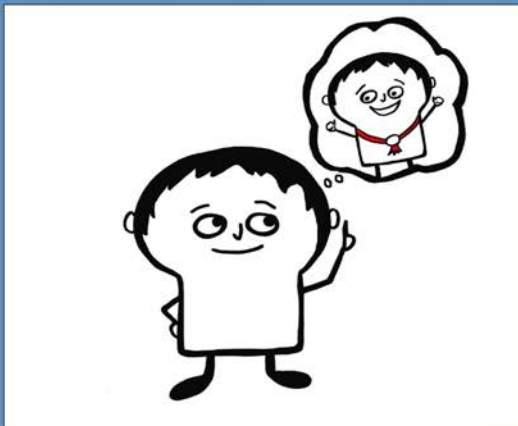
1. Something happens



2. Sense



3. Stop



4. See your best self



5. Strategize



6. Succeed!

MY BEST SELF

Hannah Scott



I AM.....

Confident	Caring
calm	Content
Bright	wonderful
comfortable	Happy

Solve problems with The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

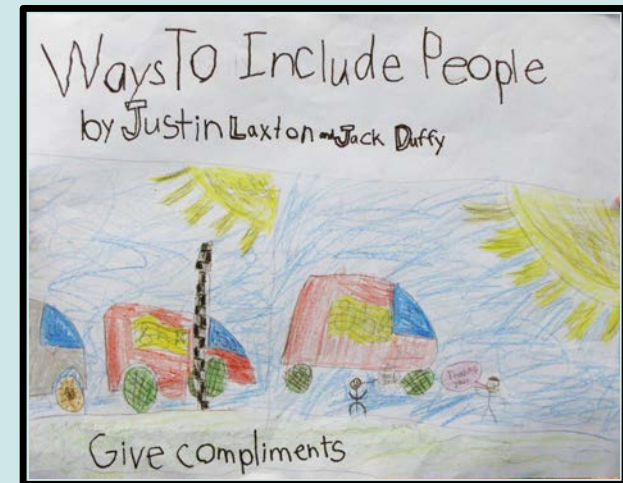


Phase 2: The Feeling Words Curriculum

Maurer & Brackett, 2004; Brackett et al. 2011

Feeling words like lonely, isolated, and alienated, and joyful, elated, and ecstatic are integrated into core curriculum using a five-step process:

- *Personal Association*
- *Academic Link*
- *School-Home Partnership*
- *Creative Connection*
- *Strategy-Building Session*



School that adopt RULER have...

Students who:

- Are less anxious and depressed; manage their emotions more effectively
- Are better problem solvers
- Are rated as having greater social and leadership skills
- Experience fewer attention, learning, and conduct problems
- Perform better academically

Classrooms with:

- Greater levels of student engagement, enthusiasm, and independence
- Fewer conduct and behavior problems
- More respectful, caring, and positive interactions among teachers and students



**Another big question:
Can social media
incorporate design
that integrates
emotional intelligence to
promote pro-social behavior?**

Cyberbullying Prevention Through the Lens of Emotional Intelligence

facebook

- Our team is conducting the largest study to date on cyberbullying, with 800,000+ adolescents
- Changes we made to improve the report flows:
 - Report flows need to “flow” – ask kids what happened!
 - “saying mean things” “stalking” “rumors” “threats”
 - Ask kids about their feelings in order to know how to best help them
 - Use “kid” friendly language - “report” became “this post is a problem”
 - Ask more specific questions; more conversational
 - Help kids craft messages so they could take a positive, safe action

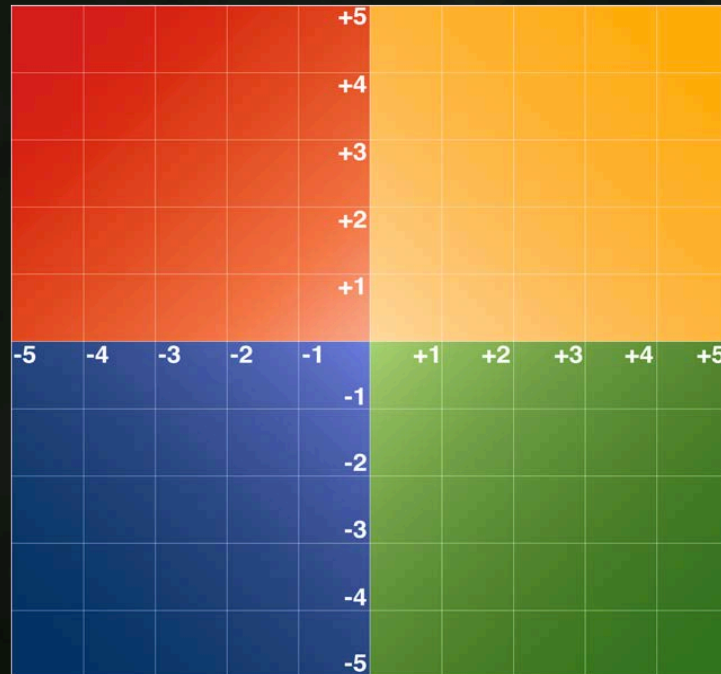
Cyberbullying Prevention Through the Lens of Emotional Intelligence

facebook

What we found:

- Most kids just want to be ‘untagged’ from posts/photos.
- Girls report more cyberbullying experiences than boys. Girls are also more likely than boys to post inappropriate content.
- Providing kids with a more emotionally intelligent report flow helps them to have more positive interactions.
- Kids are more likely to “stay in the relationship” and make constructive decisions like sending positive messages as opposed to blocking

Thank you!



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